



# Senate

General Assembly

**File No. 533**

January Session, 2017

Substitute Senate Bill No. 953

*Senate, April 11, 2017*

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist. and SEN. BOUCHER of the 26th Dist., Chairpersons of the Committee on the part of the Senate, that the substitute bill ought to pass.

**AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE TASK FORCE ON PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING REQUIREMENTS FOR EDUCATORS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-148a of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2017*):

3 (a) For the school year commencing July 1, 2013, and each school  
4 year thereafter, each certified employee shall participate in a program  
5 of professional development. Each local and regional board of  
6 education shall make available, annually, at no cost to its certified  
7 employees, a program of professional development that is not fewer  
8 than eighteen hours in length, of which a preponderance is in a small  
9 group or individual instructional setting. Such program of professional  
10 development shall (1) be a comprehensive, sustained and intensive  
11 approach to improving teacher and administrator effectiveness in  
12 increasing student knowledge achievement, (2) focus on refining and

13 improving various effective teaching methods that are shared between  
14 and among educators, (3) foster collective responsibility for improved  
15 student performance, and (4) be comprised of professional learning  
16 that (A) is aligned with rigorous state student academic achievement  
17 standards, (B) is conducted among educators at the school and  
18 facilitated by principals, coaches, mentors, distinguished educators, as  
19 described in section 10-145s, or other appropriate teachers, (C) occurs  
20 frequently on an individual basis or among groups of teachers in a job-  
21 embedded process of continuous improvement, and (D) includes a  
22 repository of best practices for teaching methods developed by  
23 educators within each school that is continuously available to such  
24 educators for comment and updating. Each program of professional  
25 development shall include professional development activities in  
26 accordance with the provisions of subsection (b) of this section.

27 (b) Local and regional boards of education shall offer professional  
28 development activities to certified employees as part of the plan  
29 developed pursuant to subsection (b) of section 10-220a or for any  
30 individual certified employee. Such professional development  
31 activities may be made available by a board of education directly,  
32 through a regional educational service center or cooperative  
33 arrangement with another board of education or through  
34 arrangements with any professional development provider approved  
35 by the Commissioner of Education and shall be consistent with any  
36 goals identified by the certified employees and the local or regional  
37 board of education. [Such professional development activities shall (1)  
38 improve the integration of reading instruction, literacy and numeracy  
39 enhancement, and cultural awareness into instructional practice, (2)  
40 include strategies to improve English language learner instruction into  
41 instructional practice, (3) be determined by each board of education  
42 with the advice and assistance of the teachers employed by such  
43 board, including representatives of the exclusive bargaining unit for  
44 such teachers pursuant to section 10-153b, and on and after July 1,  
45 2012, in full consideration of priorities and needs related to student  
46 outcomes as determined by the State Board of Education, (4) use the  
47 results and findings of teacher and administrator performance

48 evaluations, conducted pursuant to section 10-151b, to improve teacher  
49 and administrator practice and provide professional growth, and (5)  
50 include training in the implementation of student individualized  
51 education programs and the communication of individualized  
52 education program procedures to parents or guardians of students  
53 who require special education and related services for certified  
54 employees with an endorsement in special education who hold a  
55 position requiring such an endorsement. Professional development  
56 completed by superintendents of schools and administrators, as  
57 defined in section 10-144e, shall include at least fifteen hours of  
58 training in the evaluation and support of teachers under the teacher  
59 and administrator evaluation and support program, adopted pursuant  
60 to subsection (b) of section 10-151b, during each five-year period. The  
61 time and location for the provision of such activities shall be in  
62 accordance with either an agreement between the board of education  
63 and the exclusive bargaining unit pursuant to section 10-153b or, in the  
64 absence of such agreement or to the extent such agreement does not  
65 provide for the time and location of all such activities, in accordance  
66 with a determination by the board of education.]

67 [(c) Each local and regional board of education or supervisory agent  
68 of a nonpublic school approved by the State Board of Education shall  
69 attest to the Department of Education, in such form and at such time as  
70 the commissioner shall prescribe, that professional development  
71 activities under this section: (1) Are planned in response to identified  
72 needs, (2) are provided by qualified instructional personnel, as  
73 appropriate, (3) have the requirements for participation in the activity  
74 shared with participants before the commencement of the activity, (4)  
75 are evaluated in terms of its effectiveness and its contribution to the  
76 attainment of school or district-wide goals, and (5) are documented in  
77 accordance with procedures established by the State Board of  
78 Education. In the event that the Department of Education notifies the  
79 local or regional board of education that the provisions of this  
80 subsection have not been met and that specific corrective action is  
81 necessary, the local or regional board of education shall take such  
82 corrective action immediately.

83 (d) The Department of Education shall conduct audits of the  
84 professional development programs provided by local and regional  
85 boards of education. If the State Board of Education determines, based  
86 on such audit, that a local or regional board of education is not in  
87 compliance with any provision of this section, the State Board of  
88 Education may require the local or regional board of education to  
89 forfeit the total sum which is paid to such board of education from the  
90 State Treasury in an amount determined by the State Board of  
91 Education. The amount so forfeited shall be withheld from a grant  
92 payment, as determined by the Commissioner of Education, during  
93 the fiscal year following the fiscal year in which noncompliance is  
94 determined. The State Board of Education may waive such forfeiture if  
95 the State Board of Education determines that the failure of the local or  
96 regional board of education to comply with the provisions of this  
97 section was due to circumstances beyond its control.]

98 Sec. 2. Subsection (a) of section 10-220a of the general statutes is  
99 repealed and the following is substituted in lieu thereof (*Effective July*  
100 *1, 2017*):

101 (a) Each local or regional board of education shall provide an in-  
102 service training program for its teachers, administrators and pupil  
103 personnel who hold the initial educator, provisional educator or  
104 professional educator certificate. Such program shall provide such  
105 teachers, administrators and pupil personnel with information on (1)  
106 the nature and the relationship of drugs, as defined in subdivision (17)  
107 of section 21a-240, and alcohol to health and personality development,  
108 and procedures for discouraging their abuse, (2) health and mental  
109 health risk reduction education that includes, but need not be limited  
110 to, the prevention of risk-taking behavior by children and the  
111 relationship of such behavior to substance abuse, pregnancy, sexually  
112 transmitted diseases, including HIV-infection and AIDS, as defined in  
113 section 19a-581, violence, teen dating violence, domestic violence, child  
114 abuse, [and youth suicide, (3) the growth and development of  
115 exceptional children, including handicapped and gifted and talented  
116 children and children who may require special education, including,

117 but not limited to, children with attention-deficit hyperactivity  
118 disorder or learning disabilities, and methods for identifying, planning  
119 for and working effectively with special needs children in a regular  
120 classroom, including, but not limited to, implementation of student  
121 individualized education programs, (4)] (3) school violence prevention,  
122 conflict resolution, the prevention of and response to youth suicide  
123 and the identification and prevention of and response to bullying, as  
124 defined in subsection (a) of section 10-222d, except that those boards of  
125 education that implement any evidence-based model approach that is  
126 approved by the Department of Education and is consistent with  
127 subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-  
128 222h, subsection (g) of section 10-233c and sections 1 and 3 of public  
129 act 08-160, shall not be required to provide in-service training on the  
130 identification and prevention of and response to bullying, [(5)] (4)  
131 cardiopulmonary resuscitation and other emergency life saving  
132 procedures, [(6) computer and other information technology as  
133 applied to student learning and classroom instruction,  
134 communications and data management, (7) the teaching of the  
135 language arts, reading and reading readiness for teachers in grades  
136 kindergarten to three, inclusive, (8) second language acquisition in  
137 districts required to provide a program of bilingual education  
138 pursuant to section 10-17f, (9)] (5) the requirements and obligations of  
139 a mandated reporter, [, (10) the teacher evaluation and support  
140 program adopted pursuant to subsection (b) of section 10-151b, (11)]  
141 and (6) the detection and recognition of, and evidence-based  
142 structured literacy interventions for, students with dyslexia, as defined  
143 in section 10-3d, [, and (12) cultural competency consistent with the  
144 training in cultural competency described in subsection (i) of section  
145 10-145a.] Each local and regional board of education may allow any  
146 paraprofessional or noncertified employee to participate, on a  
147 voluntary basis, in any in-service training program provided pursuant  
148 to this section. [The State Board of Education, within available  
149 appropriations and utilizing available materials, shall assist and  
150 encourage local and regional boards of education to include: (A)  
151 Holocaust and genocide education and awareness; (B) the historical

152 events surrounding the Great Famine in Ireland; (C) African-American  
153 history; (D) Puerto Rican history; (E) Native American history; (F)  
154 personal financial management; (G) domestic violence and teen dating  
155 violence; (H) mental health first aid training; (I) trauma-informed  
156 practices for the school setting to enable teachers, administrators and  
157 pupil personnel to more adequately respond to students with mental,  
158 emotional or behavioral health needs; (J) second language acquisition,  
159 including, but not limited to, language development and culturally  
160 responsive pedagogy; and (K) topics approved by the state board upon  
161 the request of local or regional boards of education as part of in-service  
162 training programs pursuant to this subsection.]

163       Sec. 3. (NEW) (*Effective July 1, 2017*) The State Board of Education,  
164 within available appropriations and utilizing available materials, shall  
165 make the following subject matter available to local and regional  
166 boards of education: (1) Holocaust and genocide education and  
167 awareness; (2) the historical events surrounding the Great Famine in  
168 Ireland; (3) African-American history; (4) Puerto Rican history; (5)  
169 Native American history; (6) personal financial management; (7)  
170 domestic violence and teen dating violence; (8) mental health first aid  
171 training; (9) trauma-informed practices for the school setting to enable  
172 teachers, administrators and pupil personnel to more adequately  
173 respond to students with mental, emotional or behavioral health  
174 needs; (10) second language acquisition, including, but not limited to,  
175 language development and culturally responsive pedagogy; and (11)  
176 topics approved by the state board upon the request of local or  
177 regional boards of education as part of in-service training programs  
178 pursuant to this subsection. A local or regional board of education may  
179 include any of the items described in subdivisions (1) to (11), inclusive,  
180 of this section in the in-service training program provided by such  
181 board, pursuant to section 10-220a of the general statutes, as amended  
182 by this act.

|                                                                                      |
|--------------------------------------------------------------------------------------|
| <p>This act shall take effect as follows and shall amend the following sections:</p> |
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|           |                     |             |
|-----------|---------------------|-------------|
| Section 1 | <i>July 1, 2017</i> | 10-148a     |
| Sec. 2    | <i>July 1, 2017</i> | 10-220a(a)  |
| Sec. 3    | <i>July 1, 2017</i> | New section |

**ED**      *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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### ***OFA Fiscal Note***

***State Impact:*** None

***Municipal Impact:***

| <b>Municipalities</b>               | <b>Effect</b>     | <b>FY 18 \$</b> | <b>FY 19 \$</b> |
|-------------------------------------|-------------------|-----------------|-----------------|
| Local and Regional School Districts | Potential Savings | See Below       | See Below       |

### ***Explanation***

The bill results in a potential savings to local and regional school districts as it provides increased flexibility in the offering of professional development. Increased flexibility offers the opportunity to eliminate subject areas that may be more costly than others. Additionally the elimination of some mandated areas allows for the potential elimination of some professional development days in future contracts. Currently LEAs expend approximately \$255 million per year for an average of thirteen professional development days.

The bill eliminates various other requirements related to professional development, conforms statute to practice, and makes other technical and procedural changes that will not result in a fiscal impact.

### ***The Out Years***

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.



**OLR Bill Analysis****sSB-953*****AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE TASK FORCE ON PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING REQUIREMENTS FOR EDUCATORS.*****SUMMARY**

This bill makes changes to statutes on professional development and in-service training for educators.

For professional development, the bill:

1. requires school districts' professional development programs for certified employees to be consistent with the goals the district or employees identify;
2. eliminates the requirement that districts attest in writing to the State Department of Education (SDE) that they meet the state's professional development requirements (in practice, districts have SDE-approved educator evaluation and support plans that include this information);
3. eliminates the requirement that SDE (a) notify a district of its failure to meet the professional development requirements and (b) audit district programs; and
4. eliminates the State Board of Education's (SBE) authority to assess financial penalties against districts it finds out of compliance based on such SDE audits.

For in-service training, the bill eliminates several topics districts are currently required to cover when providing such training to certified teachers, administrators, and other pupil personnel. (Some of these topics are covered by other statutory provisions and, in practice, may

be covered by local education curricula.)

The bill also makes technical and conforming changes.

EFFECTIVE DATE: July 1, 2017

## **PROFESSIONAL DEVELOPMENT**

By law, school districts must make available, at no cost, at least 18 hours of professional development for certified employees in each school year. They must do this according to a plan developed in consultation with professional development committees consisting of the districts' certified employees and other appropriate members. The bill requires such professional development to be consistent with goals the district or its certified employees identify.

The bill removes the requirement under current law that districts:

1. determine specific professional development activities with the advice and help of their teachers, including their union representatives;
2. offer activities that give full consideration to SBE's priorities related to student achievement;
3. improve integration into teacher practice of (a) reading instruction, (b) literacy and numeracy enhancement, and (c) cultural awareness, including strategies to improve English language learner instruction;
4. use teacher evaluation results and findings to improve teacher and administrator practice and provide professional growth; and
5. include training on implementing student individualized education plans and communicating related procedures to students' parents or guardians.

## **IN-SERVICE TRAINING**

The bill eliminates several topics school districts are currently required to include in in-service training for core certified teachers, administrators, and other pupil personnel.

These include:

1. youth suicide;
2. exceptional children's growth and development;
3. applying computer and information to student learning and classroom instruction;
4. teaching language arts, reading and reading readiness for kindergarten to grade three;
5. second language instruction in districts required to provide bilingual education;
6. teacher evaluation and support program; and
7. cultural competency.

### **COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea    36    Nay   0    (03/22/2017)